

Pupil Premium expenditure 2017-18

Rationale for expenditure

All pupils at Langley School have a cognition and learning need as that secures their place in school. Although attainment gaps can suggest that cognition and learning remains a focus for Pupil Premium expenditure, additional barriers to educational achievement for our pupils have been identified. These are:

- Attendance
- Behaviour
- Emotional
- Physical
- Social

For each pupil who is entitled to Pupil Premium, their needs are assessed and expenditure is targeted to meet these. We use a range of resources to support pupils in these areas, with some crossover of needs addressed.

Funding received 2017-18: £80,570 (61 pupils)

Area of spend	allocation	Barriers addressed	Aim	impact
Senior Learning Mentor/family support	£19,570	Attendance Behaviour Emotional Physical	To support vulnerable pupils and their families.	Support provided to support well-being at home and school. Led on and contributed to Early Help Assessments. Facilitated access to Cygnet, Triple P and Sleep Tight training for parents and provided ongoing support and signposting for our most vulnerable families. This has included; short term respite placements, grants for sensory equipment at home, and other equipment and grants for family holidays. Outcomes: enhanced communication between home and

				school; families able to access wider range of resources
Occupational Therapist	£10,000	Physical	To support children in the classroom. Advise and support staff members with identified pupils, write programmes and evaluate impact.	Trained staff and parents in supporting pupils with sensory needs, both at school and at home and developed specific programmes for individual pupils such as sensory diets and sensory circuits. Outcomes: pupils more able to access learning environment as sensory sensitivities reduced; staff more confident in working with individual sensory needs
Tailored Intervention Strategies	£24,000	Attainment Behaviour Emotional Social	To help children reach their full potential academically and socially.	Increased capacity within the Intervention Team. Wider range of strategies implemented. More support for speech and language development. Outcomes: greater number of pupils accessing bespoke support programmes, including Tacpac and forest schools sessions. Increase in pupils' social confidence and presentation
Speech and Language Therapist	£10,000	Social	To support with communication across the school	Supports the pupils and staff team on a regular basis. Assesses children, writes programmes for staff to deliver and evaluates progress over time. The Speech and Language Therapist also delivers training to staff members in order to support pupils further with their communication. Outcomes: enhanced staff knowledge of individual communication needs; pupils demonstrating increased confidence in communicating

Lunchtime Support	£8,000	Behaviour Social	Enhancing access to lunchtime clubs and structured play opportunities.	Calmer lunchtime play sessions – pupils more ready for afternoon learning. Increased play experiences for pupils.
Malachi	£9,000	Attendance Emotional Social	To break down barriers to learning To provide one to one therapeutic family support	Less classroom disruption and children with improved emotional resilience. Social relationships at school improve, leading to fewer conflicts and incidents. Improved family relationships and stability. Parents have an increased understanding of how to provide for their children's needs.